

**Socorro Independent School District**  
**SPC. Rafael Hernando, III Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

**Cavaliers unite to set standards above excellence in the areas of academics, fine arts, technology, athletics and character development. As a campus and community, we share one goal, one focus...Excellence and Beyond.**

## Vision

**Tomorrow's Leaders Learning Today**

## Board Members and Superintendent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Specialist Rafael Hernando, III Middle School is one of 48 campuses in Socorro Independent School District. Spec. Rafael Hernando, III Middle School opened its doors in 2009 and serves predominantly middle class families. Hernando Middle serves 1010 scholars in grades 6th to 8th and enrollment continues to grow. We anticipate over 1,100 scholars this upcoming school year and are opening the doors at 90% capacity. The student population is 4.6% African American, 5% Anglo, 1% Asian, 88% Hispanic, 1% Multiracial, 0.5% Pacific Islander, 50.9% male and 49.10% female with a low socioeconomic status of 70%.

The staff population is 3% African American, 7% Anglo, 0% Asian, 90% Hispanic, 28% male and 72% female with an average of 12.4 years of experience and 7 average years within the district. Faculty and staff education experience is as follows: 73% carry a bachelor's degree, 27% carry master's degrees. The student to teacher ratio is 17:1.

All of the Hernando teachers on staff are 100% highly qualified. Our teachers undergo a rigorous week of staff development prior to the school year to target instructional goals for the year based on array of data sources to include common assessments, benchmark data, student attendance, discipline, and STAAR scores. Here at Hernando we strive to retain highly qualified staff by fostering a Cav Family mantra and providing a nurturing learning environment with staff incentives such as Teacher of the Month which is celebrated during a faculty meeting, shout out board which allows for staff to staff recognition, a week long of incentives and appreciation during Teacher Appreciation Week during the month of May in addition to, holiday incentives.

The overall mobility rate for the campus is approximately 18% and we have a strong military connected population on our campus with 118 students. There were zero retained scholars this school year which is attributed to our intervention support systems in place to include our retention prevention committee. The average daily attendance rate for students is 96.61%. The average daily attendance rate for staff is 96.02%. There is a total of 700 discipline referrals and 420 students identified as being At-Risk this year. Hernando Middle serves 200 English Language Learner students, 49 students in the Gifted and

Talented program, 77 students identified for 504 services, and 95 students served through Special Education services, which is an increase of 11 students more than the previous school year.

Our School-wide Title I program consists of various programs including intervention classes during intercession, after school and Saturday school. Tutoring is offered after school, during intersession and on selected Saturdays in the areas of Math, Reading (all grades), Writing (7th grade) and Science and Social Studies (8th grade). Funding was also utilized to purchase technology used daily at our campus such as Hover Cams, computers, and adapters for Surface tablets. Our Title I Aide services students through small group intervention classes with an emphasis on our ESL population. Our State Compensatory Program (SCE), consists of two academic coaches training teachers in best practices and data analysis as well as servicing at risk students for remediation and extended day intervention. Hernando also has an At-Risk Instructional Aide which provides at risk students one on one assistance and intervention during class time. Our Family Engagement Liaison hosts parenting classes on nutrition, assisting children at home with academics, bullying prevention, school involvement, college readiness and family literacy. In addition, Hernando also has a library aide which services at risk students in the classroom as well for half of the day. The School Improvement Team (SIT) and faculty looked at last year's program evaluations, and the following data: STAAR, attendance (students and staff), Compass Learning, Read 180, Prediction Data. Committees were formed to look for areas of weaknesses and strengths. The data showed: A need to continue to focus on 7th grade Mathematics with an emphasis on Special Education and ELL population, Reading and vocabulary development with ELL students, and writing across the content areas.

### **Demographics Strengths**

With the increase in mobility, our campus utilizes AYPN, a military funded grant, to transition and support new military affiliated students to our Cav Community. There are after school activities specifically tailored to meet the interests and needs of our participating students. An interest survey is conducted at the beginning of the year to identify the activities to customize for optimum participation. This year, students even created their own clubs based on interest inventories such as Minecraft, art, and theater clubs.

Here at Hernando our goal is to eliminate academic barriers for success. As a result, no students were retained. Throughout the year there are numerous interventions and support systems strategically designed to assist in achieving specific learning targets. Parent communication has been vital to our success. Case in point, our campus averaged 250 students who actively participated in intersession camps and 150 students attended Saturday Power Camps.

Moreover, professional growth is a top priority to our teachers. They continue to seek out learning opportunities to hone their craft and sharpen their saws. This summer alone we have over a 15 teachers either attending the AVID Summer Institute or the SpringBoard training for Pre-AP, and MYP IB, iSTE or other district sponsored PDs.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** During the 2017-2018 school year, our year to date attendance percentage was 96.61% as compared to 96.7% in the 2016-2017 school year.

**Problem Statement 2:** During the 2017-2018 school year, our GT identified scholars were 5% of our population.

# Student Academic Achievement

## Student Academic Achievement Summary

The 2017-2018 school year was filled with wonderful accomplishments of our scholars, teachers and staff. Our campus became a Candidate School for the Middle Years Programme with the International Baccalaureate Program. This exemplifies the dedication of our learning community to offer a more rigorous curricula and expose our scholars to a global perspective. Atop of that, our counseling department was awarded the Lone Star Silver Distinction for its commitment to the emotional and social needs of our scholars.

We excelled in the areas of 8th Grade Math STAAR exam with 96% of our scholars approaching grade level. In the area of Math, to include grades 6-8, we came out 3rd in the district amongst middle school campuses scoring 88.6%. Moreover, our 6th grade math team and scholars placed 1st in the district with a 90% approaches grade level earned by scholars. Additionally, 100% of our 8th grades who took the Algebra I EOC exam passed and 90.1% of them scored in the Masters level range. Another celebration, is the performance of our 8th graders in relation to science. 88% of scholars reached approaches grade level and 65% met grade level. The academic achievement average calculates to 63%. That is a whopping 10% increase from last year.

STAAR scores:

Grade/Subject	Total Tested	% Approaches	% Meets	% Masters	District Comparison w/MS
6 <sup>th</sup> Math	328	90	54	20	1 <sup>st</sup>
7 <sup>th</sup> Math	276	81	46	21	4 <sup>th</sup>
8 <sup>th</sup> Math	318	96	54	27	5 <sup>th</sup>
Overall in District for Math:	922	88.6	52.8	22.5	3 <sup>rd</sup>
6 <sup>th</sup> Reading	328	72	39	16	3 <sup>rd</sup>
7 <sup>th</sup> Reading	277	81	49	25	5 <sup>th</sup>
8 <sup>th</sup> Reading	318	88	49	31	4 <sup>th</sup>

Overall in District for Reading:	923	80.5	46.3	23.4	5th
7 <sup>th</sup> Writing	277	73	42	11	5th
Overall in District for Writing:	277	73	42	11	5th
8 <sup>th</sup> Science	313	88	65	36	2nd
Overall in District for Science:	313	88	65	36	2nd
8 <sup>th</sup> Social Studies	313	78	45	23	5th
Overall in District for Social Studies:	313	78	45	23	5th

<b>TELPAS</b>			
<b>Grade Level</b>	<b>Students Who Progressed at Least One 74 Level</b>	<b>Students Who Progressed at Least One Proficiency Level</b>	<b>Students Who One Profi</b>
	<b>2015-2016</b>	<b>2016-2017</b>	<b>20</b>
<b>6<sup>th</sup> Grade</b>	<b>61%</b>	<b>71%</b>	<b>Pendi</b>
<b>7<sup>th</sup> Grade</b>	<b>89%</b>	<b>54%</b>	<b>Pendi</b>
<b>8<sup>th</sup> Grade</b>	<b>63%</b>	<b>71%</b>	<b>Pendi</b>

Because our campus demography is changing, there was a need to revisit our Response to Intervention (RTI) process. Communities, SLC, house teams identified students that were in need of assistance academically or behaviorally. Once identified staffing with corresponding leadership team members to determine if the RTI process should be initiated.

Additionally, scholars whom demonstrated deficiencies are identified through our systemic approach of data analysis and disaggregation. We are able to peel back the layers and align target instruction through spiraling in daily lessons, tutoring, Saturday schools, and interventions from classroom observations. Albeit, we have numerous intervention approaches our campus really needs a systemic approach.



enrichment component. We will be considering various frameworks such as Middle Year Programme IB to promote rigor and gl scholars. We will also be looking at additional training for our staff in advanced academics such as Category I training in IB, AVII

In March 09<sup>th</sup>, we administered the PSAT test to 59 7<sup>th</sup> and 8<sup>th</sup> grade students. This test establishes a baseline measurement o readiness as the students enter high school. Approximately 3.5 million 7<sup>th</sup>-9<sup>th</sup> grade students took the PSAT in 2016-2017 scho we measured up in comparison to others:

Year for Comparison	Total students tested	National mean score	State mean score	District mean score	Hernando mean sc
2016	42	855	898	900	<b>938</b>
2017	59	859	898	903	<b>894</b>

8<sup>th</sup> grade students who met the standard in Reading – 25 out of 36 or 69%

8<sup>th</sup> grade students who met the standard in Math – 27 out of 36 or 75%

8<sup>th</sup> grade students who passed both sections – 21 out of 36 or 58%

7<sup>th</sup> grade students who met the standard in Reading – 13 out of 23 or 57%

7<sup>th</sup> grade students who met the standard in Math – 6 out of 23 or 26%

7<sup>th</sup> grade students who passed both sections – 5 out of 23 or 22%

For a total of 64% of our students tested passing the Reading test

For a total of 57% of our students tested passing the Math test

For a total of 48% of our students tested passing both tests

### **Student Academic Achievement Strengths**

Cavalier opportunities for high school advancement have been creatively placed in the master schedule. Last year, only 61 students tested in EOC Algebra compared to 77 this school year, which is the 3rd highest enrollment in the District. All content areas raised Master level performance for the exception of 2 in STAAR exams compared to previous year.

Another point of pride, was how well are 8th grade scholars did on the TSI college readiness exam: 6 scholars had perfect scores, 120 obtaining a passing score of 351 or more, and 296 were tested. 8th graders also demonstrated goal setting and competing against other middle schoolers for slots in our District's Academies: 209 students' applications were submitted, 160 were accepted, totaling 77% acceptance rate.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** In 2017-2018, HMS LEP Served scholars were at 50% passing rate on STAAR Reading. **Root Cause:** Instructional leaders routinely review lesson plans, but do not provide corrective feedback, or hold teachers accountable for incorporating feedback.

**Problem Statement 2:** In 2017-2018, HMS LEP Served scholars were at 34.4% passing rate on STAAR Writing. **Root Cause:** Teachers do not provide targeted corrective instruction to students after every assessment/data analysis cycle.

**Problem Statement 3:** In 2017-2018, HMS LEP Denials scored 39.1% passing rate on STAAR Reading. **Root Cause:** Teachers do not provide targeted corrective instruction to students after every assessment/data analysis cycle.

**Problem Statement 4:** In 2017-2018, HMS LEP Denials had 22.2% passing rate on the Writing STAAR. **Root Cause:** Teachers do not provide targeted corrective instruction to students after every assessment/data analysis cycle.

**Problem Statement 5:** In 2017-2018, HMS SPED scored 29.9% passing rate on the Reading STAAR. **Root Cause:** Teachers are required to develop lesson plans but lack clear objectives and multiple paths of instruction geared towards a clearly defined goal, and formative assessments.

**Problem Statement 6:** In 2017-2018, HMS SPED scored 20% passing rate on the Writing STAAR. **Root Cause:** Teachers do not provide targeted

corrective instruction to students after every assessment/data analysis cycle.

# School Processes & Programs

## School Processes & Programs Summary

Rafael Hernando Middle School uses Standards Based Instruction aligned to the Texas Essentials for Knowledge and Skills (TEKS), student expectations (SEs), the English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS). Teachers are expected to plan lessons in alignment with the aforementioned, and submit them for verification prior to instruction. In their lessons, teachers implement SIOP strategies, Differentiated Instruction, and AVID instructional strategies. During professional learning communities (PLCs), teachers plan lessons using the Texas Resource System (TRS) YAG and district created Pacing Guides. Teachers use district created exams to assess students at the 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> week mark.

Assessments used to measure student achievement are 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> week Checkpoints and Spring and Fall District Benchmarks. The 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> week Checkpoints and the Spring and Fall Benchmarks are created by the district. The results are used to guide instruction by having the teachers disaggregate the data found in Eduphoria and chart performance percentages by TEK within each Reporting Category. After charting and discussing strengths and weaknesses, three areas of need are identified; these three areas become a focus, where teachers adjust instruction accordingly, both horizontally and vertically.

The district checkpoints and benchmarks used are effective at assessing student performance on all covered content within each three-week testing period. Teachers use the disaggregated data to drive instruction that effectively addresses the identified weaknesses or gaps. Progress for all of students, staff, grade levels, departments, campus, and district is tracked using Eduphoria reports and data binders. Campus, department, and grade level progress are continuously charted throughout the school year during PLCs. District, campus, grade level, and staff progress is analyzed during PLC Data Talks. Individual student progress is also tracked using Eduphoria reports, as well as Tyler gradebook entries, and feedback is provided to all students every three weeks in Progress Reports every nine weeks in Report Cards. Student grades are updated weekly and posted in classroom to help them monitor their progress.

Sp. Rafael Hernando III Middle School provides endless opportunities for our students and teachers to integrate technology into the curriculum. Hernando Middle School sets expectations for their teachers to provide lessons using technology where students are producers, creators, and collaborators of information. Students are able to use technology in their core classes, elective classes, computer labs, and library. Technology use is geared to create transformational, digital age instruction and increase student achievement. The initiative to use and implement technology is driven by two of Socorro District's Strategic Directions; safe and supportive learning environment and college and career readiness. Students transform their learning through dynamic and engaging learning experiences.

Instructional materials are evaluated by the teachers, administration and librarian on campus. The district's Instructional Technology department is also involved in helping the campus make decisions regarding which applications and websites best fit the lesson plan. As new instructional materials become available, Hernando Middle School continues to exceed expectations by leading the way in use of technology in the classroom. Technology support is available to all students, teachers, and staff through the department of Instructional Technology, campus technician, and librarian. The campus has two computer labs which house more than 30 computers. These computer labs are available to students and parents with the supervision of a teacher or staff member after school. The campus library has 7 computers available for student and parent use before school, during lunch, and after school.

Teacher training is available during the beginning of the school year, during staff development days, as well as during teacher conferences. To accommodate the shift to a technology-driven campus, teacher computers are being replaced with new desktops.

### **School Processes & Programs Strengths**

Creative scheduling was used to ensure that each content had a similar planning time in order to facilitate professional learning communities. PLCs met regularly to discuss targeted areas of instruction used data driven practices and charting comparisons and trends throughout the school year. In addition, students are provided ample opportunities for remediation throughout the school year, such as after school tutoring, Super Saturdays, Fall and Spring Intersession Camps, and Math Labs for 6<sup>th</sup> and 8<sup>th</sup> grade, and Writing Labs for 7th grade.

Socorro Independent School District and Hernando Middle School are committed to preparing all students with the skills needed to be globally competitive. For this, Hernando Middle School is ensuring that the campus remains at the forefront of 21st century education and the conversion into digital learning for its students. Hernando Middle School remains true to its commitment by investing in technology to advance teaching and learning, fully training educators to utilize new resources, and offering more technological devices for student use. This is made possible by District support in allowing our campus to trailblaze the DNA 1:1 initiative for middle schools. That means that this upcoming school year both 7th and 8th grade scholars will be issued a laptop device at no cost.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** During the 2017-2018 school year, approximately 296 students were issued a laptop device.

# Perceptions

## Perceptions Summary

Hernando Middle School focuses on an authentic home/school connection to educate and engage parents by providing monthly family presentation and workshops that allow parents to engage and communicate with other families. In every workshop and presentations we provide resources that strengthen families and help them get involved in their child's academic achievement. Resources are provided by teachers and administration to help support families concerns.

Community and family involvement, in conjunction with Hernando, are essential to great academic growth in our students. We provide new ways for our families and community to become more actively engaged through annual events like Career Day, Family Nights, Community health educating presentations and District conferences.

Parents' perception of our school effectiveness is another high priority at Hernando. We strive in welcoming our parents from the moment they walk in to our school office. Our staff is always available to help families with any concerns. Hernando determines what areas could use improvement by providing parents a Parent questionnaire every year to help us meet parent needs and concerns.

Teachers' expectation for parental involvement is evidenced throughout the school year. Our teachers at Hernando alongside the Family Engagement Liaison are always working together to find ways parents can be involved in their child's academic achievements. Every month during our Student Improvement Team meetings, teachers are given an opportunity to voice their opinions on how we can improve parental involvement in our school. Our school encourages family involvement by inviting parents to sign up to volunteer and participate in parent/teacher conferences.

Our campus provides our families with updates about our schools' activities, scholars, and events through various medians: our school website offers parents many types of resources and important information to meets their needs; twitter account is used to disseminate and celebrate information and successes occurring in Cav Country; Facebook to provide a different platform to engage other stakeholders; and our Family Engagement Liaison sends out weekly reminders of our school calendar of events, activities and important information coming from our administration through email both in English and Spanish as needed.

Monitoring our website is very important since in this generation it is being utilize more than any other means. We strive in making our site family friendly so families can feel comfortable using our site. Our school is always trying different means to

improve and succeed every year. We make sure our parents and community members know that they are an integral part of our successes year after year.

Specialist Rafael Hernando III Middle School is a committed campus that educates approximately 955 students daily. Students are provided a rigorous and supportive environment with the expectation to perform above passing standards every day. Atop of that, students set goals for themselves with assistance from classes such as Exploring Careers, and AVID (Advancement Via Individual Determination) in order to prepare them for high school and post secondary readiness to create an environment of excellence for all. Because of our supportive learning environment, all students are afforded a challenging and solid educational foundation that promotes lifelong learning. Our counselors align with our campus mission statement and goals of our campus improvement plan by providing guidance and direction to each student using the Comprehensive Developmental Guidance and Counseling program based on the National Standards for the American School Counselor Association (ASCA) and the Texas Standards. Their commitment to our students and their needs is indicative by the various activities and tasks they coordinate and participate in. Students are provided support through the RTI process, various college awareness activities provided throughout the year, character lessons, and student recognition for our high achieving scholars, and mentorship programs.

Along-with the various academic and social supports provided to students, they are able to participate any various extracurricular activities that help develop the whole child: football, volleyball, basketball, cross country, soccer, baseball, softball, track, UIL events, spelling bee, student council, robotics, chess club, literary anthology, theater, band, choir, and orchestra to name a few. Students are also encouraged to be independent, responsible, and develop appropriate relationships with peers, teachers, and the community. Students are assigned to House Teams by grade level. The purpose of the House Team is to help students establish relationships and create the Cavalier Family atmosphere. Olweus, district bullying prevention program, is another platform used to promote healthy decision making and bring awareness to hot topics affecting their age group in relation to various topics. Through Olweus students are able to share concerns in an adult facilitated environment. 900 of our students felt they were respected by teachers and administrators. However, only 600 students felt they were respected by other students. Teachers also share the sense of collegiality and personnel work well as a team.

In order to instill confidence in our community, safety is a number one priority communicated across the campus. In the 2016-2017 Climate Survey, an average of 3.21 students reported they felt safe on campus and are treated with respect by adults as well as students, which coincides with the results that 3.28 teachers feel the same. All visitors must check in with our office clerk prior to entering building; they are given a visitor's pass and must return it before leaving our campus. Students and staff are expected to wear their IDs daily. Administration, counselors, school resource officer (SISD PD), and teachers monitor students during transition to promote a safe environment and assist students with concerns as needed.

In analyzation of our referral data, 25% of the discipline referrals written for the campus were for insubordination followed by 20% falling into disorderly conduct, and 15% for truancy. To address such infractions, our campus uses a progressive discipline plan. Consequences range from afterschool detention, lunch detention, Saturday school, ISS, OSS and in extreme cases, Alternative School is recommended. Disciplinary removals are occurring specifically for mandatory DAEP placements, as well as few discretionary placements for persistent misbehaviors. Disciplinary measures are proactive in that they provide students the opportunity to correct their behaviors before more extreme consequences are administered. When referrals are written, they are submitted to the campus secretary who tracks the number of referrals and consequences being administered. Teachers are able to check on referral status and consequences and ask for clarification whenever they would like. In the spring semester, discipline referrals doubled and in some months tripled as compared to the fall semester. There also seemed to be an increase in referrals written from 12:00 pm to 12:30 pm.

### **Perceptions Strengths**

Celebrating scholarly success no matter how small has truly perpetuated the mantra that success breeds success. Through social media, we have been able to capitalize on the daily activities and events that are transpiring on our campus. Because of that, parents and community members are following to see how they can support or rally on our initiatives. The students also get motivated by the distinction of being on twitter because it is in essence global fame as many can see the amazing things they are accomplishing. Moreover, Twitter is linked to our school webpage so that stakeholders trying to learn about our campus can see what we value here in Cavalier Country, honor, respect, the Cavalier way of life.

Not only are students showcased in academia, but have endless opportunities to become well-rounded scholars. Through the varied extracurricular activities and programs offered on campus, we have seen scholars flourish and bring home 3rd place sweepstakes in UIL, Sweepstakes in Band, Choir, and Orchestra, 1st place 8th grade Team Quest, 7th grade girls district soccer champions, 7th grade Cross Country district champions, 7th grade girls Basketball Champions, 8th grade girls volleyball champions, Tech Showcase award winning scholar, and Art Show winners.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** In 2017-2018, 100 referrals were written for incidents related to insubordination.



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

Revised/Approved: August 21, 2018

**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** For the 2018-2019 school year, Hernando Middle School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 1:** Hernando Middle School will have completed 100% of the requirements for safety audits and drills as evidenced through our monthly completion drills documentation, in-time scenarios documentation, and district audits.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All faculty and staff will receive safety training at the beginning of the 2018-2019 school year.	2.4	Administration	All faculty and staff will be aware of procedures to follow in the event of an emergency.			
<b>Funding Sources:</b> 199 - General - 0.00						
2) All faculty, staff and scholars will participate in monthly practice drills to ensure safety.	2.4	Administration Campus Safety Team	All faculty, staff and scholars will be knowledgeable in safety measures to ensure safety for all.			
<b>Funding Sources:</b> 199 - General - 0.00						
3) Safety Committee will meet once a month to discuss monthly drill and what the campus can do to improve our response times and procedures.	2.4	Administration Safety Team	Emergency drills will run more efficiently due improvements.			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = No Progress                = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 2:** For the 2018-2019 school year, 100% of campus visitors will be checked in using the Hall Pass system in order to maintain a safe learning environment. Any person seen on campus without a Hall Pass badge will be immediately escorted to the front office to be checked in.

**Evaluation Data Source(s) 2:** Hernando Middle School will have checked all visitors for either a SISD badge or have them checked in using the Hall Pass system.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Emergency doors and all outer doors will be closed at all times requiring visitors to enter through the Front Office and be checked in using the Hall Pass system.	2.4	Administration, Security, Office Staff	All visitors on campus will have gone through the Hall Pass system helping to ensure safety of our students.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) All faculty and staff will be trained to note any visitors on campus and check for either an SISD badge or a Hall Pass badge. Anyone visitors who have not been checked in through Hall Pass will be escorted to the Front Office.	2.4	Administration, Security, Teachers	All visitors on campus will have gone through the Hall Pass system helping to ensure safety of our scholars.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 3:** For the 2018-2019 school year, Hernando Middle School will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events by promoting the Master Teacher/OLWEUS Bullying program on a weekly basis.

**Evaluation Data Source(s) 3:** Hernando Middle School will have implemented the Master Teacher and OLWEUS programs to promote a safer learning environment which will be evident through walkthroughs.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hernando MS will continue to use the Hall Pass system when checking in all visitors on campus.	2.4	Administration; Security; SRO	This will result in a safer learning environment for the faculty, staff and scholars.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Hernando MS will have an administrator and security officer on duty at all after school events.	2.4	Administration; Security; SRO	This will help parents and scholars feel safe at after school events and in the event that assistance is needed, they will have someone to go to.			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Hernando MS teachers will be trained on OLWEUS program which will be implemented weekly through 1st period.	2.4, 2.5, 2.6	Administration	This will result in a decrease in bullying incidents and help in the social emotional learning of our students.			
	<b>Funding Sources:</b> 199 - General - 0.00					
4) Hernando MS teachers will be trained on the Master Teacher program which will be implemented weekly through 1st period.	2.4, 2.5, 2.6	Administration	This will impact the way scholars communicate with each other and lower the number of incidents of bullying.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00					
<b>Critical Success Factors</b> CSF 6 5) The 7 Habits of Highly Effective Teens will be introduced to 8th grade scholars in order to differentiate SEL lessons.	2.4, 2.5, 2.6	Administration; Counselors; SEL Committee	There will be a decrease in insubordination referrals for 8th grade and help build the 8th grade climate.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
= Accomplished               = No Progress               = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 4:** For the 2018-2019 school year, the total number of disciplinary incidents at Hernando Middle School will decrease 25% for insubordination in comparison to 198 from 2017-2018.

**Evaluation Data Source(s) 4:** Hernando Middle School will decreased the number of disciplinary incidents as evidenced through the analysis of our 9 week discipline report and implementation of our campus wide discipline plan.

**Summative Evaluation 4:**






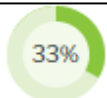
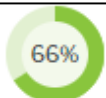


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hernando MS will be trained on and implement a campus wide discipline plan in which all teachers will follow four steps when it comes to Level 1 infractions.	2.4, 2.6	Administration	There will be a decrease in discipline referrals written for Level 1 infractions.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Hernando MS will also be implementing Scholarly Behaviors in which students are taught and shown the positive behaviors of scholars.	2.4, 2.6	Administration	Scholars will display positive behaviors which will result in a decrease in need for scholar redirection.			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Hernando MS will implement a behavior slip that will identify which scholarly behavior students have not met and will make students reflect on the unwanted behavior and what they can do to correct.	2.4, 2.6	Administration	Scholars will begin to think differently about their actions and the consequences they carry.			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 6 4) Hernando MS will create a systematic approach to identify classrooms that need additional support from admin and/or security to maintain instructional effectiveness.	2.4, 2.5, 2.6	Administration	Teachers will have a broader knowledge of classroom management and how to handle behaviors in class.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						









## Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 1:** By the end of May 2019, Hernando Middle School will increase the instructional rigor across the core content areas, resulting in a minimum of 3% increase of scholars meeting Masters Grade Level standards on state assessments.

**Evaluation Data Source(s) 1:** In May of 2019, Hernando will increase the instructional rigor across the core content areas resulting in a minimum of 3% increase of scholars meeting Masters standard on the state assessments.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Create a Master Schedule that fosters and promotes College and Career Readiness.	2.4, 2.5, 2.6	Administration Faculty Counselors PEIMS Clerks	Number of scholars enrolled in Pre-AP classes, high school credit courses, STAAR and EOC Student Assessment Results			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Increase shift in rigor from knowledge and understanding to application through campus wide writing across the curriculum and open-ended responses.	2.4, 2.5, 2.6	Administration, Curriculum coaches, Librarian, Teachers, and Counselors	Fall/Spring Benchmarks, Common assessments, report cards, District writing initiative, STAAR			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Provide a rigorous college preparedness curriculum to students in all core content areas by: following the Fundamental Five Instructional Model, Mentoring Minds, Pre-AP, SIOP, AVID, MYP IB Application/ Certification for Framework, Spheros, and Kagan Structures, including integrating technology to include Nearpod and Brain Pop into instructional practices; and incorporating the use of supplemental materials such as Scholastic Magazine, Mentoring Minds, Article of the Week, Math Targeted TEKS, and IXL Math.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches Counselors	Learning Plans T-TESS Evaluations Walkthroughs Grade Level Meeting Agendas Data Binders Benchmarks 3-Week Checkpoints STAAR			
	<b>Funding Sources:</b> 199 - General - 5000.00, 211 - Title I, Part A - 15000.00					
4) Increase number of scholars who are successful on PSAT assessments as well as the STAAR through rigorous instruction. Purchase materials for instruction and formal assessments for STAAR grades 6th through the use of Mentoring Minds.	2.4, 2.5, 2.6	Administration SCEI Coaches Counselors	PSAT Scores STAAR Benchmarks 3-Week Check Points			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 3000.00					

<p>5) Facilitate scholar learning through technology and be able to integrate technology consistently in all aspects of the curriculum; teachers will use IWBs, iPads, interactive projectors, computers, mobile wireless labs-COW, scanners, digital cameras, document cameras/hover cams in the classroom. Teachers will have access to software such as United Streaming, Brain Pop, AVID library &amp; license, Freedom Flix, and Science Flix, Stemsscopes, Quizziz to name a few.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Faculty SCEI Coaches Counselors Librarian Tech Cadre</p>	<p>Scholar projects/artifacts Assessments Lesson Plans Walk throughs T-TESS goals/observations</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 30000.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Hernando MS will create a PSAT Academy to which scholars with support prior to PSAT administration.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration; Counselors</p>	<p>Scholars will receive additional instructional support that will allow them to be successful on their PSAT.</p>			
<p><b>Funding Sources:</b> 199 - General - 500.00, 211 - Title I, Part A - 300.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

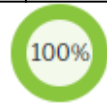
**Performance Objective 2:** For the 2018-2019 school year, Hernando Middle School will increase the percentage of scholars that meet the Approaches Grade Level standard from 80.5% to 84% on the Reading STAAR Assessment.

**Evaluation Data Source(s) 2:** During the 2018-2019 SY, Hernando increased the percentage of scholars whom met Approaches standard to 84% on the STAAR Reading Assessment.

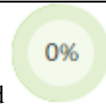
**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) Provide tutoring in ELAR through pull-out programs, peer tutoring, after school tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 20000.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> 2) Provide teachers with professional development in the areas of reading, writing, SIOP, Kagan, Fundamental Five, Differentiated Instruction, and Proficiency Level Descriptors and ELPS.	2.4, 2.6	Administration Faculty SCEI Coaches	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District Comparative Data, Texas Academic Performance Report (TAPR)			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 2000.00					
3) Creation of Reading Intervention lab for our top 75 most struggling readers in 6th grade. Scholars will receive targeted instruction and iReady to track progress and reading Lexiles.	2.4, 2.5, 2.6	Administration Teacher SCEI Coach	Report Cards, Common Assessments, benchmarks, STAAR			
	<b>Funding Sources:</b> 199 - General - 0.00					
4) Creation of Reading Intervention lab for our top 75 most struggling readers in 8th grade. Scholars will receive targeted instruction and iReady to track progress and reading Lexiles.	2.4, 2.5, 2.6	Administration Teacher SCEI Coach	Report Cards, Common Assessments, benchmarks, STAAR			
	<b>Funding Sources:</b> 199 - General - 0.00					
5) Purchase materials to add rigor to the Reading curriculum and to the Read 180 Program to include Scholastic Weekly Magazines, Reading 180 Next Generation STAGE RBooks, GF Educators Inc. Reading Practice TEs & Student Workbooks, Mastery Education STAAR Preparation Booklets.	2.4, 2.5, 2.6	Administration Teachers SCEI Coaches	Lesson Plans Increased student performance on assessment measures.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00					





= Accomplished



= No Progress



= Discontinue

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3:** For the 2018-2019 school year, Hernando Middle will increase the percentage of scholars that meet the Approaches Grade Level standard from 88.6% to 91% on the Math STAAR Assessment.

**Evaluation Data Source(s) 3:** During the 2018-2019 SY, 91% of Hernando scholars met the Approaches standard on the Math STAAR Assessment.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Math through pull-out programs, peer tutoring, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 20000.00, 211 - Title I, Part A - 15000.00					
2) Provide teachers with professional development opportunities in math to include unpacking the Math TEKS, Click on TEKS, Content Advisory Committee and trainings offered at the DSC.	2.4, 2.6	Administration Faculty SCEI Coaches DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District Comparative Data, Texas Academic Performance Report (TAPR)			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Purchase materials to increase rigor and supplement the Math curriculum which include IXL Learning License, Lone Star Daily Rigor Math Warm Ups, Targeted Math, Region 4 ESC Engaging Mathematics Series 6th-8th Grade, and National School Products.	2.4, 2.6	Administration SCEI Coaches Teachers	Lesson Plans, Software Usage Reports, increased student performance on math assessments (Common Assessments, Benchmarks, and STAAR), walkthroughs and evaluations			
	<b>Funding Sources:</b> 211 - Title I, Part A - 8000.00					
= Accomplished                 = No Progress                 = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4:** For the 2018-2019 school year, Hernando Middle will increase the percentage of scholars that meet the Approaches Grade Level standard from 88% to 91% on the Science STAAR Assessment.

**Evaluation Data Source(s) 4:** During the 2017-2018 SY, Hernando increased the percentage of scholars whom met Approaches standard to 84% on the STAAR Science Assessment.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Science through pull-out programs, peer tutoring, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 20000.00					
2) Provide teachers with professional development in science to include unpacking the Science TEKS, SIOP, Kagan, Fundamental Five, Content Advisory Committee and trainings offered at the DSC.	2.4, 2.6	Administration Faculty SCEI Coaches DSC	Lesson plans, PLC planning and presentations; 3 and 6 week progress reports; 9 week report cards; Common Assessments, and STAAR results; Eduphoria Data Reports, Tyler Pulse, District Comparative Data, Texas Academic Performance Report (TAPR)			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Purchase materials to increase rigor in science to include Science Flix and frogs for science labs from Carolina Biological Supply Company, and Escape Room Equipment	2.4, 2.5, 2.6	Administration SCEI Coaches	Software Usage Reports, Lesson plans, increased student performance in science assessments (Common Assessments, Benchmarks, and STAAR results)			
	<b>Funding Sources:</b> 199 - General - 300.00, 211 - Title I, Part A - 1000.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 5:** For the 2018-2019 school year, Hernando Middle School will increase the percentage of scholars that meet the Approaches Grade Level standard from 78% to 81% on the 8th Grade Social Studies Assessment.

**Evaluation Data Source(s) 5:** During the 20018-2019 SY, Hernando increased the percentage of scholars whom met Approaches standard to 81% on the STAAR Social Studies Assessment.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring in Social Studies through pull-out programs, peer tutoring, after school tutoring, Saturday Tutorials, and Intersession (Fall, Spring, Summer).	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 20000.00					
2) Purchase materials to add rigor to the curriculum which include Mastering the Grade 8 Social Studies TEKS by Jarrett Publishing Company and Freedom Flix Online Resource.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches	Software Usage Reports, Lesson plans, increased student performance in science assessments (Common Assessments, Benchmarks, and STAAR results)			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3500.00					
= Accomplished                = No Progress                = Discontinue						






**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 6:** For the 2018-2019 school year, Hernando Middle will ensure that 100% of its scholars including those served in Special Education, Bilingual/ESL, and the Gifted and Talented Program are placed in proper learning environments to ensure that they reach their full potential.

**Evaluation Data Source(s) 6:** During the 2018-2019 SY, 100% of scholars served in Special Education, ESL, and Gifted and Talented Program were placed in the proper learning environments.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>PBMAS</b></p> <p>1) Provide SCE funded personnel to assist scholars who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to ensure academic success for each scholar. Provide one on one direct intervention with targeted scholars.</p>	2.4, 2.5, 2.6	Administration SCEI Coaches Instructional Aides	Instructional Aides Schedules, walk through observations, teacher documentation, lesson plans, Fall/Spring benchmarks, progress reports, and report cards.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 17000.00		
<p><b>PBMAS</b></p> <p>2) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all scholars for intersession and Saturday School, after school, summer.</p>	2.4, 2.5, 2.6	Administration SCEI Coaches Faculty	Lesson Plans Sign-In Sheets Student Attendance Logs Increased student performance on Assessment measures			
				<b>Funding Sources:</b> 199 - General Fund: Bilingual - 500.00, 199 - General Fund : Special Education - 500.00		
<p><b>PBMAS</b></p> <p>3) Differentiate instruction to enhance rigor and relevance of lessons and the delivery of lessons that will positively challenge scholars.</p> <p>Scholars will have the opportunity to travel in order to compete with other GT scholars in the Team Quest GT Competition.</p>	2.4, 2.5, 2.6	Administration GT Coordinator Teachers	Differentiated Lesson Plans, walkthrough observations, student artifacts, student participation in district showcase, benchmarks, Report Cards			
				<b>Funding Sources:</b> 199 - General: Gifted and Talented - 3000.00		

<b>PBMAS</b> 4) Provide professional development opportunities to faculty on effective, research-based strategies including Fundamental Five, SIOP, Differentiated Instruction, Marzano's Nine High Yield Strategies, T-TESS Evaluation, Integration of Technology into Instruction, , New Teacher Academy-Monday Mentoring, and the use of supplemental materials and resources.	2.4, 2.6	Administration SCEI Coaches Faculty	Professional Development Agendas Sign-In Sheets Learning Plans Walkthroughs T-TESS Evaluations Student Work Samples/Projects Common Assessments Benchmarks STAAR/EOC			
	<b>Funding Sources:</b> 199 - General - 2000.00					
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 7:** For the 2018-2019 school year, Hernando Middle will increase the state assessment scores in all content areas for At-Risk students by 4%.

**Evaluation Data Source(s) 7:** During the 2018-2019 SY, Hernando increased the state assessment scores in all content areas for At-Risk scholars by 4%.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Schedule our At-Risk Aides strategically in classes that have high percentage of At-Risk scholars throughout the day. Ensure that scholars receive Tier 2 and Tier 3 instruction through in-class support and tutoring opportunities and necessary materials such as dictionaries.	2.4, 2.5, 2.6	Administration Teachers with assigned At-Risk Aides At-Risk Aides	Increased student performance on STAAR, benchmarks, common assessments At-Risk Aides Documentation Logs			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<b>Critical Success Factors</b> CSF 1  2) SCEI coaches will create pull-out and tutoring groups to provide additional support for At-Risk scholars in reading and math.	2.4, 2.5, 2.6	Administration SCEI Coaches	At-Risk scholars will show growth in the areas of reading and math on checkpoints, benchmarks, STAAR and daily checks for understanding.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 300.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 8:** For the 2018-2019 school year, Hernando Middle will increase the state assessment scores in all content areas for ELL scholars by 5%.

**Evaluation Data Source(s) 8:** During the 2018-2019 SY, Hernando increased the state assessment scores in all content areas for ELL scholars by 5%.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> 1) Provide tutoring opportunities for bilingual/ESL scholars through pull-out programs, peer tutoring, after school tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.	2.4, 2.5, 2.6	Administration SCEI Coaches ESL Teachers LPAC Coordinator & Clerk	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; TELPAS results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 20000.00					
<b>PBMAS</b> 2) Provide teachers with professional development in SLOP, Differentiated Instruction, ELPS Strategies, and Proficiency Level Descriptors.	2.4, 2.6	Administration SCEI Coaches ESL Teachers LPAC Coordinator/Clerk	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased student performance on assessments (Common Assessments, Benchmarks, STAAR)			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Hire an LPAC Clerk who will assist ESL teachers with interventions in the classroom and will assist the LPAC Campus Coordinator to ensure that scholars are properly identified and processed	2.4, 2.6	Administration SCEI Coaches LPAC Clerk ESL Teachers	Classroom Intervention Logs, increased performance of ESL students in assessments (Common Assessments, Benchmarks, STAAR, TELPAS)			
	<b>Funding Sources:</b> 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00					
<b>Critical Success Factors</b> <b>CSF 1</b> 4) Hernando MS will have monthly ESL meetings for teachers to align and create a targeted plan of action to ensure scholar progress.	2.4, 2.5, 2.6	Administration	This will result in an alignment for all our ESL scholars which will impact their overall performance on language acquisition and performance on assessments.			
	<b>Funding Sources:</b> 199 - General Fund: Bilingual - 150.00					
= Accomplished               = No Progress               = Discontinue						



**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 9:** For the 2018-2019 school year, Hernando Middle will increase the state assessment scores in all content areas for Special Education scholars by 4%.

**Evaluation Data Source(s) 9:** During the 2018-2019 SY, Hernando increased the state assessment scores in all content areas for Special Education scholars by 4%.

**Summative Evaluation 9:**



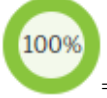
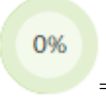

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b></p> <p>1) Provide tutoring opportunities for special education scholars through pull-out programs, peer tutoring, after school tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.</p>	2.4, 2.5, 2.6	Administration Special Education Teachers General Education Teachers SCEI Coaches	3 and 6 week progress reports; 9 week report cards; Common Assessments, benchmarks, and STAAR results; Sign-In sheets for tutoring; Intersession Sign-In sheets			
<b>Funding Sources:</b> 199 - General Fund: SCE - 20000.00						
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b></p> <p>2) Provide professional development opportunities which include Differentiated Instruction, Fundamental Five, TEKS Academies, and trainings offered at the DSC such as Co-Teaching that Works, FBA and BIP training, and lesson planning workshops.</p>	2.4, 2.6	Administration Special Education Teachers General Education Teachers SCEI Coaches	Sign-In Sheets, Training Agendas, Walkthroughs, Lesson Plans, Increased scholar performance on assessments (Common Assessments, Benchmarks, STAAR)			
<b>Funding Sources:</b> 199 - General Fund : Special Education - 200.00						
<p><b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>  CSF 1</p> <p>3) Provide quarterly staff PD meetings for our SPED teachers that will allow them to align practices and continue learning researched based practices to impact their scholars.</p>	2.4, 2.5, 2.6	Administration	This will result in an alignment in the SPED department which will impact the performance for our SPED scholars on formative and summative assessments.			
<b>Funding Sources:</b> 199 - General Fund : Special Education - 150.00						
= Accomplished      = No Progress      = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 10:** For the 2018-2019 school year, Hernando Middle will increase the state assessment scores in all content areas for Migrant scholars by 3%.

**Evaluation Data Source(s) 10:** During the 2018-2019 SY, Hernando increased the state assessment scores in all content areas for Migrant scholars by 3%.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Closely monitor monthly Migrant Intervention logs to ensure appropriate interventions and strategies are implemented. Document interventions through Eduphoria.	2.4, 2.5, 2.6	Migrant Teacher At-Risk Campus Coordinator	Migrant Intervention Logs Eduphoria Documentation			
<b>Funding Sources:</b> 212 - Title I , Part C Migrant - 0.00						
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 11:** By the end of the 2018-2019 school year, 100% of our 8th grade teachers, scholars, and parents will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 11:** Trainings were provided at the district and campus level, and attendance sheets monitored to ensure 100% participation.

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Exploring Careers course to all 8th graders where they will learn to use decision making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities.	2.4, 2.5, 2.6	CTE Teacher Administration Scheduling Clerk	Lesson Plans, Individual High School Plan, increased participation by 8th graders in PSAT, increased applications for Academies			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Provide school wide counseling curriculum that focuses on the Endorsements and Advanced Academies available in the District.	2.4, 2.5, 2.6	CTE Teachersf Counselors	Acceptance in Advanced Academies Completion of CCRPs			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
3) School counselors will provide two orientations for parents regarding House Bill 5 graduation requirements during our Fall and Spring Open House Nights.	2.4, 2.6, 3.1, 3.2	Administration Counselors CTE Teacher	Sign-In Sheets, Power Point Presentations, Professional development Agendas			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 12:** By the end of the 2018-2019 school year, 25 6th grade scholars would have completed their 1st school year in the MYP IB Programme.

**Evaluation Data Source(s) 12:** Scholars will be selected for the MYP IB Programme and they will be enrolled in the appropriate courses for the year.

**Summative Evaluation 12:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>TEA Priorities</b> Connect high school to career and college 1) 20% of faculty and staff will be trained by the IB organization.	2.4, 2.5	Administration IB Coordinator	Scholars will be better prepared for college and career readiness and the DP Programme in HS.			
<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00						
= Accomplished                = No Progress                = Discontinue						

# Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 1:** For the 2018-2019 school year, Hernando Middle will increase the percentage of observed teachers that achieve "Proficient" on T-TESS to 65% or higher.

**Evaluation Data Source(s) 1:** Observed teachers that achieved "Proficient" on T-TESS increased to 65% or higher

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will receive training on the T-TESS prior to providing instruction to scholars. Teachers will continue to receive training related to the T-TESS throughout the year and will have an opportunity to update their T-TESS goals and professional development plan based on campus goals and needs.	2.4	Administration Teachers DSC	Teacher Goal-Setting and Professional development Plan; T-TESS Pre-Conference; T-TESS Evaluations; T-TESS End of Year Conference			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Within 6 weeks of the first day of school, teachers must identify the data and processes used to access their scholars' academic and developmental needs and identify the data and processes used to access their own professional growth areas.	2.4, 2.6	Administration Teachers DSC	Teacher Goal-Setting and Professional Development Plan; Monitor teacher goals throughout the year by conducting walkthroughs and informal observations and meetings to ensure attainment			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Prior to announced observations, the appraiser will conduct "pre-conference" meetings with teachers to ask pertinent background questions about the lesson and the scholars in the class in order to provide context for the upcoming observations. The overall purpose of the pre-conference is for the appraiser and the teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment, and scholar outcomes. The pre-conference provides quality time for the evaluator and teacher to meet prior to the lesson.	2.4, 2.6	Administration Teachers DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities)			
	<b>Funding Sources:</b> 199 - General - 0.00					

<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>4) Every teacher will create SLOs (Scholar Learning Objectives) for 1 class that represents the majority of the campus demographics.</p>	2.4, 2.6	Administration	Teachers will monitor and assess the growth of their scholars in relation to their SLOs. This will result in a more targeted instruction that will address the needs of the scholars leading to overall growth for all scholars.			
	<b>Funding Sources:</b> 199 - General - 0.00					
<p>5) All new teachers to the district or campus and teachers who do not qualify for a waiver will be evaluated by their appraiser using the T-TESS. Appraisers will complete Formal Observations in adherence to district timeline.</p>	2.4	Administration Teachers DSC	Formal T-TESS Observation Ratings (Improvement Needed, Developing, Proficient, Accomplished, Distinguished) for each of the four Domains (Planning, Instruction, Learning Environment, Professional Practices and Responsibilities); Set and/or refine scholar performance goals and teacher professional development goals			
	<b>Funding Sources:</b> 199 - General - 0.00					
<p>6) Appraisers will conduct "post conference" meetings with teachers who have completed Formal T-TESS observations. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lesson with guidance and support from the administrators who conducted the observation, including the impact on scholar performance. Results are used to inform and guide the teacher's future practices and growth.</p>	2.4, 2.6	Administration Teachers DSC	The Four Key Elements of the Instructional Post-Conference will be conducted, including the review of the teachers overall Review Rating; Scholar academic performance on informal and formal assessments; Common assessments, benchmarks, and STAAR results; Evidence of professional goal attainment			
	<b>Funding Sources:</b> 199 - General - 0.00					
<p>7) Prior to the End-of-Year Conference, teachers who were appraised must identify the evidence of goal attainment/progress for two goals, including the impact on scholar achievement. They must identify the professional development participation connections for these goals and how they used these goals and professional development opportunities to impact instruction and scholar achievement.</p>	2.4, 2.6	Administration Teachers DSC	Prior to the End-of Year Conference, teachers must complete and provide their appraiser with Part II: Goal Reflections on the T-TESS Goal Setting and Professional Development Template			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished     = No Progress     = Discontinue						

**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 2:** For the 2018-2019 school year, Hernando Middle will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** All core academic teachers met the 100% Highly Qualified status

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide highly qualified teachers in all academic subjects.	2.4	Administration HR	Master Schedule Student enrollment dictates the number of teachers needed			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Provide professional development in an array of mediums with appropriate materials and resources including interactive workshops, online activities, newsletters, mentoring, coaching, classroom observations, model classrooms and lessons, books, etc.	2.4, 2.6	Administration SCEI Coaches	Learning Plans T-TESS STAAR Check Points Sign-In Sheets			
	<b>Funding Sources:</b> 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 7 3) Provide professional development on higher order thinking skills and rigor to include the following AVID, ISTE, MYP/IB, Pre-AP, AP, and other advanced opportunities to stretch thinking in the classroom from peer to peer and teacher to student.	2.4, 2.5, 2.6	Administration	Learning Plans T-TESS STAAR Meets and Masters High School credit courses Check Points Sign in Sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 3:** During the 2018-2019 school year, the number of teachers at Hernando Middle certified in English as a Second Language and Special Education will increase by 1%.

**Evaluation Data Source(s) 3:** Increase of teachers certificates in ESL and Special Education by 1%. Certification Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide effective special education staff development and professional materials to support general education and special education teachers.	2.4, 2.5, 2.6	Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Benchmarks			
	<b>Funding Sources:</b> 199 - General Fund : Special Education - 1000.00					
2) Provide staff development training for teachers to understand and develop SIOP strategies.	2.4, 2.6	Administration SCEI Coaches	Sign-In Sheets T-TESS STAAR Benchmarks			
	<b>Funding Sources:</b> 199 - General Fund: Bilingual - 1000.00					
3) Recruit highly qualified teachers that are certified in bilingual/ESL and special education by attending District Teacher Fairs.	2.4, 2.6	Administration	Improvement in student performance in ESL and special education in student assessments (Common Assessments, Benchmarks, STAAR)			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                 = No Progress                 = Discontinue						



**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 4:** During the 2018-2019 school year, 30 faculty members will receive professional development specifically tied to the MYP IB programme.

**Evaluation Data Source(s) 4:** Teachers will receive professional development specifically provided by the IB programme.



**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

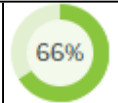





**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**

**Performance Objective 1:** During the 2018-2019 school year, Hernando Middle will provide at least 10 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of scholars.

**Evaluation Data Source(s) 1:** Hernando Middle offered at least 10 events for parent and community members.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) A Family Engagement Specialist is available every day in order to meet the needs of the parent community. The Specialist will provide referrals to support groups, establish educational opportunities such as ESL classes, Nutrition classes, Drug Prevention, Social and Emotional classes, Olweus Anti-Bullying, Parent to Parent Program and others as need arises. Projects with materials, supplies, refreshments, and light snacks provided during meetings/classes.	3.1, 3.2	Administration Family Engagement Specialist Counselors	Parent participation in classes, parent attendance increasing, parent meetings/home visits documentation, sign-in sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00						

<p>2) Family Engagement Specialist together with the faculty and staff will provide opportunities that invite the parent community into the school for meetings, special events regarding Reading, Math, and Science, and other educational trainings, to include Monthly Coffee with the Principal, monthly newsletter and a calendar will be available. As needed, intervention information nights will be held for parents of scholars in need of assistance.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Administration Family Engagement Specialist</p>	<p>Parent participation and parent visibility on campus, parent volunteer program, sign in sheets</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 3000.00</p>						
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**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 2:** For the 2018-2019 school year, Hernando Middle will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 10%.

**Evaluation Data Source(s) 2:** Hernando Middle increased by 10% the number of notifications, sent via newsletters, email, etc. to parents, business, and community members in efforts of increasing parent and community involvement and collaborative partnerships.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly calendar advising parents of upcoming events is sent out by principal.	3.1, 3.2	Administration Family Engagement Specialist	Parent participation, parent visibility at functions/events, and parent volunteer program			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Website will be updated at least every three weeks so that our mobile community has the latest information about our campus.	3.1, 3.2	Administration Librarian	Website			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Positive communication about scholars will be done at least once a month: Cavalier of the Month, Honor Roll, Showing Improvement, Demonstrating Service, and Chivalry. Displays will be created with posters via poster maker, paint, and borders, colored paper and post cards used to invite and communicate with parents.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Faculty Family Engagement Specialist	Eduphoria documentation, post cards, Cavalier of the Month Wall of Chivalry, Tree of Service, Top Ten Scholars Display			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1500.00					
= Accomplished                 = No Progress                 = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 3:** By the end of the 2018-2019 school year, Hernando Middle will increase by 2 over the previous year, the number of partnership activities with businesses, higher education institutions, and other agencies to support student education.

**Evaluation Data Source(s) 3:** Hernando Middle increased the number of partnerships activities with businesses, higher education institutions, and other agencies to support student education by 2.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase opportunities for communities and businesses to take part in school events such as Open House Family Kick Off, Career Day, Read Across America Day, Fundraisers and Parent Nights.		Administration Family Engagement Specialist Counselors	Increase in the number of participation from community and business partners			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Semi-Annual Business Brunch with the Principal to develop and foster partnerships that can have community impact.		Administration Family Engagement Specialist	Sign in sheets, partner involvement in functions			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 300.00					
3) Hernando MS will adopt a military unit that will help with transition of our military connected scholars and promote a positive mentor relationship.	2.4, 2.6, 3.1, 3.2	Administration Family Engagement Specialist	Our military connected scholars will build relationships with the unit and other scholars that will positively impact their environment.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 4:** For the 2018-2019 school year, Hernando Middle will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Hernando Middle provided a minimum of 2 customer service trainings for the 2018-2019 school year.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development for faculty and staff on how to ensure a positive and welcoming environment for parents and community members.		Administration	The Campus Climate Survey will be conducted, evaluated, and compared to previous year's survey in order to measure school climate and moral among our community members.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

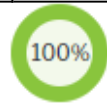
# Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 1:** For the 2018-2019 school year, Hernando MS will improve from 96.04% attendance rate to 97%.

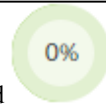
**Evaluation Data Source(s) 1:** Hernando MS daily attendance rates improved to 97%.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) On a daily basis, attendance reports will be run by 8:05 am. The list will be split up amongst the office staff and they will begin to call home.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	This will result in the number of students being brought in late as opposed to being absent for the whole day.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) At the beginning of each semester, grade level meetings will be held to discuss the importance of attendance and the consequences for chronic absenteeism.	2.4, 2.5, 2.6	Administration	This will result in the number of students being absent from school.			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Teachers will implement the 3-2-1 strategy in which using their 3rd period roster, they will call parents of three students who are frequently absent and encourage them to attend school; send two positive post-cards home; teachers will then submit their roster for students identified.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	This will result in a decrease in absenteeism.			
	<b>Funding Sources:</b> 199 - General - 400.00					
4) Once a student reaches 5 absences (FALL) they will be pulled in for a Potential Loss of Credit meeting with their parents. Students will be issued potential Loss of Credit hours. Students will continue to be monitored for attendance and reissued more hours if needed.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	This will result in a decrease in absenteeism and create awareness of attendance policy for parents.			
	<b>Funding Sources:</b> 199 - General - 0.00					
5) Hernando MS will continue with the implementation of PRIDE which is obtained through 3rd period. Every day there is perfect attendance in 3rd period, the class will earn a letter in PRIDE. Once the class has obtained all the letters, they will be rewarded with a Free Dress band.	2.4, 2.6	Administration	This will result in students wanting to have perfect attendance so their class can earn a free dress day.			
	<b>Funding Sources:</b> 199 - General - 0.00					



= Accomplished



= No Progress



= Discontinue

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 2:** For the 2018-2019 school year, 100% of teachers and students will be exposed to the Master Teacher component which will support scholars in their social emotional learning.

**Evaluation Data Source(s) 2:** In the 2018-2019 SY, 100% of teachers and scholars were trained on the Social Emotional Learning tenets from the Master Teacher lessons.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hernando MS teachers will be trained on OLWEUS program which will be implemented weekly through 1st period.	2.4, 2.5, 2.6	Administration Counselors	This will result in a decrease in bullying incidents and help in the social emotional learning of our scholars.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Hernando MS teachers will be trained on the Master Teacher program which will be implemented weekly through 1st period.	2.4, 2.5, 2.6	Administration Counselors	This will impact the way scholars communicate with each other and lower the number of incidents of bullying.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00					
= Accomplished                = No Progress                = Discontinue						



**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 3:** For the 2018-2019 school year, the total number of disciplinary incidents at Hernando Middle School will decrease 25% for insubordination in comparison to 198 from 2017-2018.

**Evaluation Data Source(s) 3:** Hernando Middle School will decreased the number of disciplinary incidents as evidenced through the analysis of our 9 week discipline report and implementation of our campus wide discipline plan.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hernando MS will be trained on and implement a campus wide discipline plan in which all teachers will follow four steps when it comes to Level 1 infractions.	2.4, 2.6	Administration	There will be a decrease in discipline referrals written for Level 1 infractions.			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Hernando MS will also be implementing Scholarly Behaviors in which students are taught and shown the positive behaviors of scholars.	2.4, 2.6	Administration	Students will display positive behaviors which will result in a decrease in need for student redirection.			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Hernando MS will implement a behavior slip that will identify which scholarly behavior students have not met and will make students reflect on the unwanted behavior and what they can do to correct.	2.4, 2.6	Administration	Students will begin to think differently about their actions and the consequences they carry.			
	<b>Funding Sources:</b> 199 - General - 0.00					
4) Hernando MS will create a systematic approach to identify classrooms that need additional support from admin and/or security to maintain instructional effectiveness.	2.4, 2.6	Administration	Teachers will have a broader knowledge of classroom management and how to handle behaviors in class.			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 4:** For the 2018-2019 school year, 100% of the Instructional Leadership Team will participate in the CHAMPS program by mentoring two scholars each semester.

**Evaluation Data Source(s) 4:** In 2018-2019 SY, 100% of Instructional Leadership Team participated in CHAMPS program by mentoring 2 scholars each semester.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors will develop and roll out training to Instructional Leadership Team as to timelines and sessions that will be held with scholar mentees.	2.4, 2.6	Administration Counselors SCEI Coaches Librarian	Scholar goal setting forms, interest inventories, progress reports, attendance, discipline, sign in logs			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 400.00					
2) To celebrate scholar mentees and relationships, at least one social each semester will be held to honor growth.	2.4, 2.6	Administration Counselors SCEI Coaches Librarian	Milestones in academics, progress reports, report cards, check points, attendance, discipline			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 150.00					
= Accomplished               = No Progress               = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 5:** For the 2018-2019 school year, scholars enrolled in special education will increase performance in the areas of reading, writing, science, and social studies by 5% as evidenced by performance on state assessments.

**Evaluation Data Source(s) 5:** Special Education students increased performance by 5% in state assessments.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b></p> <p>1) Identify appropriate language accommodations to provide to SPED scholars through ARDs. Provide tutoring in all core areas through pull-out programs, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School.</p>	2.4, 2.5, 2.6	SPED Teachers Core Teachers SPED aides Administration	3-6-9 weeks check points; progress reports; report cards; campus, district, state assessments			
<b>Funding Sources:</b> 199 - General Fund: SCE - 10000.00						
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b></p> <p>2) Provide staff development training in Fundamental 5, Online Resources, STAAR and STAAR Online Test Administration Procedures, and Data-Disaggregation and Curriculum Planning</p>	2.4, 2.6	SPED Teachers Core Teachers SPED aides Administration	PLC Agendas and Sign-In Sheets Staff Development Sign-In Sheets T-TESS Lesson Plans			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished               = No Progress               = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 6:** During the 2018-2019 school year, Hernando Middle will provide teachers with professional development training in technology in order to meet system safeguard indicators at 60%.

**Evaluation Data Source(s) 6:** Hernando met System Safeguard Indicators at 60% or above by providing professional development training in technology to all teachers.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Core teachers will be encouraged to enhance scholar learning through the use of technology. Teachers will be trained and provided with supplemental materials such as IXL, Think through Math, Study Island, Compass Learning, iReady, and Blended Learning.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches District Personnel	3-6-9 week check points, District Benchmark; STAAR 2018			
				<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 5000.00		
<b>Comprehensive Support Strategy</b> 2) Provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NPIRE calculators to enhance scholar learning.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches District Personnel	Report cards, check points, fall/spring benchmarks, STAAR			
				<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00		
<b>Comprehensive Support Strategy</b> 3) Implement a research-based and data-driven staff development model using Read 180; Think through Math, System 44 and iReady to enhance scholar learning.	2.4, 2.5, 2.6	Administration Faculty SCEI Coaches District Personnel	Report cards, check points, fall/spring benchmarks, STAAR			
				<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 0.00		
4) Campus will have monthly Tech PD provided through faculty meetings, department meetings, and/or grade level meetings. These training will be based on campus needs with a focus on our 1:1 initiative at 7th and 8th grade.	2.4, 2.5, 2.6	Admin Dept. Chairs Guiding Coalition	Differentiated instruction Blended learning environment Online Assessment Increase in tech confidence from all stakeholders.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 7:** During the 2018-2019 school year, 100% of Hernando Middle School teachers at all grade levels will provide scholars with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 7:** 100% of Hernando Middle School's teachers provided meaningful and effective academic interventions to scholars.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will submit individual data about number of scholars who have failed at a grading period, along with percentage of students who failed, parent contact dates and interventions provided to scholars every 9 weeks.	2.4, 2.5, 2.6	Teachers Administration	Percentage of scholars failing decrease, increased scholar performance, Eduphoria documentation, RTI as needed			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Provide extra duty pay for teachers providing supplemental intervention instruction to enhance rigor and relevance for all scholars for intersession/summer school, after school, Saturdays.	2.4, 2.5, 2.6	Administration SCE-I Coaches	Tutoring Rosters Tutoring Sign-in Sheets STAAR Benchmarks 3 Week Check Points			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 30000.00, 211 - Title I, Part A - 15000.00					
3) Provide extra duty pay for teachers providing supplemental enrichment instruction to enhance rigor and relevance for all scholars after school, Saturdays, and intersession. At least one enrichment session will be provided each month starting September.	2.4, 2.5, 2.6					
	<b>Funding Sources:</b> 199 - General - 100.00, 211 - Title I, Part A - 100.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 8:** During the 2018-2019 school year, Hernando Middle School personnel will actively engage parents in the education process to ensure the academic and behavioral success of scholars by increasing the number of parent input meetings from 5 to 7.

**Evaluation Data Source(s) 8:** Hernando Middle School increased the number of parent input meetings from 5 to 7.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide parents with Parent360 portal log in and instructions throughout the year.	2.4, 2.6, 3.1, 3.2	Family Engagement Specialist PEIMS Clerks	Increase in parents who utilize a student/parent portal to monitor scholarly progress			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Provide a means of communication to parents of on-going campus initiatives through the following: campus website, phone call, text messages, volunteer meetings, parent presentations, Twitter, and FaceBook	3.1, 3.2	Administration Family Engagement Specialist Librarian	Sign in Sheets, Evidence of parent participation at campus events and meetings			
	<b>Funding Sources:</b> 199 - General - 0.00					
= Accomplished                 = No Progress                 = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	2	Provide teachers with professional development in the areas of reading, writing, SIOP, Kagan, Fundamental Five, Differentiated Instruction, and Proficiency Level Descriptors and ELPS.
2	8	1	Provide tutoring opportunities for bilingual/ESL scholars through pull-out programs, peer tutoring, after school tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.
2	9	1	Provide tutoring opportunities for special education scholars through pull-out programs, peer tutoring, after school tutoring, Saturday, and Intersession (Fall, Spring, Summer) tutoring.
5	5	1	Identify appropriate language accommodations to provide to SPED scholars through ARDs. Provide tutoring in all core areas through pull-out programs, peer tutoring, homeroom interventions, after-school tutoring, Saturday School, Intersession, and Summer School.
5	5	2	Provide staff development training in Fundamental 5, Online Resources, STAAR and STAAR Online Test Administration Procedures, and Data-Disaggregation and Curriculum Planning
5	6	1	Core teachers will be encouraged to enhance scholar learning through the use of technology. Teachers will be trained and provided with supplemental materials such as IXL, Think through Math, Study Island, Compass Learning, iReady, and Blended Learning.
5	6	2	Provide technology hardware such as laptops; monitors; VDIs; software licenses; IWBs; interactive projectors; TI-NPIRE calculators to enhance scholar learning.
5	6	3	Implement a research-based and data-driven staff development model using Read 180; Think through Math, System 44 and iReady to enhance scholar learning.

# State Compensatory

## Budget for SPC. Rafael Hernando, III Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.048.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$12,824.50
199.11.6118.00.048.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$30,592.50
199.11.6119.00.048.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$324,858.00
199.11.6119.00.048.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$148,277.00
199.11.6129.00.048.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$20,125.00
199.12.6129.00.048.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,168.00
199.11.6141.00.048.7.30.0.00.	6141 Social Security/Medicare	\$1,896.00
199.11.6141.00.048.7.30.8.00.	6141 Social Security/Medicare	\$5,286.00
199.12.6141.00.048.7.30.0.00.	6141 Social Security/Medicare	\$133.00
199.11.6142.00.048.7.30.0.00.	6142 Group Health and Life Insurance	\$41,363.00
199.11.6142.00.048.7.30.8.00.	6142 Group Health and Life Insurance	\$44,162.00
199.12.6142.00.048.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.048.7.30.0.00.	6143 Workers' Compensation	\$578.00
199.11.6143.00.048.7.30.8.00.	6143 Workers' Compensation	\$1,613.00
199.12.6143.00.048.7.30.0.00.	6143 Workers' Compensation	\$40.00
199.12.6146.00.048.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$49.00
199.11.6146.00.048.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$3,333.00
199.11.6146.00.048.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$4,681.00
199.11.6146.00.048.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$702.00
199.11.6149.00.048.7.30.0.00.	6149 Employee Benefits	\$3,648.00
199.11.6149.00.048.7.30.8.00.	6149 Employee Benefits	\$4,994.00



199.11.6149.00.048.7.30.9.00.	6149 Employee Benefits	\$691.00
199.12.6149.00.048.7.30.0.00.	6149 Employee Benefits	\$138.00
<b>6100 Subtotal:</b>		<b>\$662,463.00</b>

## Personnel for SPC. Rafael Hernando, III Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Rios	Teacher	SCE	1
Crystal Almanza	CSR Teacher	SCE	1
Fernando Albisurez	Teacher	SCE	.50
Franke Schmidt	At-Risk Instructional Aide	SCE	1
Isela Valtierra	Library Aide	SCE	.50
Jeffrey Arao	Teacher	SCE	.50
Laura Crispin	Teacher	SCE	.50
Laura Lujan	SCEI Coach	SCE	1
Lizette Rocha Valenzuela	SCEI Coach	SCE	1

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chelsea Hilsher	Instructional Aide	Title I	1
Debbie Villa	Parent Liaison	Title I	1
Denise Nunez	College Tutor	Title I	1
Israel Perez	College Tutor	Title I	1
Jacqueline Lechuga	College Tutor	Title I	1

# Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$5,000.00
2	1	4			\$0.00
2	1	6			\$500.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	2			\$0.00
2	4	2			\$0.00
2	4	3			\$300.00
2	6	4			\$2,000.00

2	8	2			\$0.00
2	11	1			\$0.00
2	11	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$400.00
5	1	4			\$0.00
5	1	5			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00

5	3	4			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	5	2			\$0.00
5	6	1			\$0.00
5	6	3			\$0.00
5	7	1			\$0.00
5	7	3			\$100.00
5	8	1			\$0.00
5	8	2			\$0.00

**Sub-Total** \$8,300.00

**199 - General Fund: SCE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$20,000.00
2	3	1			\$20,000.00
2	4	1			\$20,000.00
2	5	1			\$20,000.00
2	8	1			\$20,000.00
2	9	1			\$20,000.00
5	5	1			\$10,000.00
5	7	2			\$30,000.00

**Sub-Total** \$160,000.00

**199 - General Fund : Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2			\$500.00
2	9	2			\$200.00
2	9	3			\$150.00
3	3	1			\$1,000.00

					<b>Sub-Total</b>	\$1,850.00
<b>211 - Title I, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	3	4			\$2,000.00	
1	3	5	Workbook, supplemental supplies for scholar created products.		\$1,000.00	
2	1	3	Payment for Scholastic Magazine, Mentoring Minds, Article of the Week, etc.		\$15,000.00	
2	1	4			\$3,000.00	
2	1	5			\$30,000.00	
2	1	6			\$300.00	
2	2	1			\$15,000.00	
2	2	2			\$2,000.00	
2	2	5			\$10,000.00	
2	3	1			\$15,000.00	
2	3	3			\$8,000.00	
2	4	1			\$15,000.00	
2	4	3			\$1,000.00	
2	5	1			\$15,000.00	
2	5	2			\$3,500.00	
2	6	1			\$17,000.00	
2	7	1			\$0.00	
2	7	2			\$300.00	
2	11	2			\$1,000.00	
2	12	1			\$3,000.00	
3	2	3			\$20,000.00	
4	1	1			\$3,000.00	
4	1	2			\$3,000.00	
4	2	3			\$1,500.00	

4	3	2			\$300.00
5	2	2			\$2,000.00
5	4	1			\$400.00
5	4	2			\$150.00
5	6	1			\$5,000.00
5	6	2			\$10,000.00
5	6	3			\$0.00
5	7	2			\$15,000.00
5	7	3			\$100.00
<b>Sub-Total</b>					\$217,550.00

**212 - Title I, Part C Migrant**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1			\$0.00
<b>Sub-Total</b>					\$0.00

**263 - Title III, Part A (Eng. Lang. Acq.)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	3			\$0.00
<b>Sub-Total</b>					\$0.00

**199 - General Fund: Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2			\$500.00
2	8	4			\$150.00
3	3	2			\$1,000.00
<b>Sub-Total</b>					\$1,650.00

**199 - General: Gifted and Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3			\$3,000.00
<b>Sub-Total</b>					\$3,000.00



	<b>Grand Total</b> \$392,350.00
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